

**PRE-PROFESSIONAL TEACHING  
EXPERIENCE  
KING'S COLLEGE**

**SUPERVISOR'S HANDBOOK**

**KING'S COLLEGE  
EDUCATION DEPARTMENT**

**Wilkes-Barre, Pennsylvania 18711**

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## **Welcome**

Thank you for agreeing to supervise King's teacher candidates as they conduct their initial teaching experiences. While these teacher candidates have observed classroom experiences and served as a teacher's helper in EDUC 236/266, and they have tutored students in several other education courses, this is their first experience formally teaching an entire class. Your coaching and feedback will play a crucial role in this experience.

## **Procedures for Pre-Professional Observations and Post-Observation Conference**

Please observe each candidate at least once (and in the case that you are unable to observe your candidate "live," please have your candidate video tape their lesson and watch that tape with the candidate in order to provide coaching and feedback). Remember, these are teacher candidates teaching for the first time. Therefore, please be positive and supportive. Please be sure to stay for an entire lesson and to hold a brief post-lesson conference with the teacher candidate. This conference should mainly be used to encourage the candidate. However, it may also be used for minor coaching and instructive feedback.

## **Gathering Assessment Data**

The college supervisors are to use the "Teaching Observation Rubric" to make a numeric score (or NA) for each category provided. While you may not want to show the teacher candidate your numeric score for each category, please indicate a numeric score (or NA) for each category so that we may gather aggregated data on our students for administrative purposes. The supervisors may also choose to use this instrument to organize their comments for the post-lesson interview. Please turn a copy of this completed rubric to the chair for each observation.

## **Procedures for Scheduling Observations**

Please let your students know how you would like them to contact you so that they may provide you with a schedule of times when you can observe them teach. Elementary pre-professional students are normally taking EDUC 325 each morning from 8:00 a.m. to 9:00 a.m. You may want to arrange to have them drop the "Lesson Observation Schedule" to you at that time every week. Secondary pre-professional students are all taking EDUC 350 Thursday evenings.

King's College Teacher Candidate Generic Observation Rubric  
*(INTASC Principles listed in parentheses)*

Teacher Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Observer's Title: \_\_\_\_\_

Rating scale: 1=unsatisfactory, 2=satisfactory, 3=above average, 4=superior, NA=not applicable (circle one)

<b><u>I. Efficient Use of Instructional Time</u></b>	<b><u>Rating</u></b>	<b><u>Comments</u></b>
<b>a. Appropriate goals and objectives were set</b> (2,7) The goals and objectives corresponded with the state standards.	1 2 3 4 or NA	
<b>b. Lesson was well paced</b> (2)	1 2 3 4 or NA	
<b>c. Entire class monitored and/or more than one activity/group was attended to at a time</b> (2,5). Classroom management techniques (e.g., proximity) used effectively.	1 2 3 4 or NA	
<b><u>II. Instruction</u></b>		
<b>d. Attention gained</b> (1,2,4) <ul style="list-style-type: none"> <li>•A strategy was used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</li> <li>•Strategies related directly to the learning in the lesson.</li> <li>•Visuals, ambiguity, curiosity, noise, or other ways were effectively used</li> </ul>	1 2 3 4 or NA	
<b>e. Previous knowledge recalled</b> (2,4).	1 2 3 4 or NA	
<b>f. Purpose/Objective of the lesson made clear</b> (1,4) It was clear what students were to be learning and why they were learning it.	1 2 3 4 or NA	
<b>g. Teacher Input Provided</b> Skills or concepts of the lesson were introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was appropriate (2,4)	1 2 3 4 or NA	
<b>h. Teacher guided practice was adequate and appropriate</b> (2,4) The teacher and students worked through examples together as needed before expecting students to do similar problems on their own.	1 2 3 4 or NA	
<b>i. Repetition of key concepts occurred throughout the lesson</b> (2,4)	1 2 3 4 or NA	

*(See reverse side)*

<b>j. A variety of instructional materials were used to actively engage the students. (2,3,4,6)</b>	1 2 3 4 or NA
<b>k. All of the students were actively engaged in the learning throughout the lesson. (2,4)</b>	1 2 3 4 or NA
<b>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4)</b> Open-ended questions were used, diverse perspectives were explored.	1 2 3 4 or NA
<b>m. Higher order thinking skills were used. (4)</b> Higher levels of Bloom's Taxonomy	1 2 3 4 or NA
<b>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (8)</b>	1 2 3 4 or NA
<b>o. The lesson ended with closure/review that focused on the main objectives of the lesson. (3,4)</b> The students were able to summarize the learning rather than the student teacher having to do this for them.	1 2 3 4 or NA
<b>p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (2,4,8)</b> e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.	1 2 3 4 or NA
<b>q. Relevant subject areas &amp; "real world" problems were integrated into the lesson. (1,2,3,7)</b>	1 2 3 4 or NA
<b>r. Inclusion of special needs student occurred. (2,3)</b>	1 2 3 4 or NA
<b>s. Individual differences were addressed. (2,3,5)</b>	1 2 3 4 or NA
<b>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (2,3)</b>	1 2 3 4 or NA
<b>u. Diversity issues were addressed in an appropriate manner. (2,3,6,10)</b>	1 2 3 4 or NA
<b>III. Personal and Professional Characteristics</b>	
<b>v. Displayed Enthusiasm. (1,6)</b>	1 2 3 4 or NA
<b>w. Exhibited Confidence. (1)</b>	1 2 3 4 or NA
<b>x. Displayed empathy. (5,9,10)</b>	1 2 3 4 or NA
<b>y. Spoke and acted in a professional manner. (9,10)</b>	1 2 3 4 or NA

*(Adopted from the King's College Interactive Lesson Planner found online: <http://www.kings.edu/kdils/InteractiveLessonPlanner/PointAtoPointBIndex.htm> & from Purdue University's guide to their teaching observation form)*

# LESSON OBSERVATION SCHEDULE

Pre-Professional Student Teacher \_\_\_\_\_ For Week \_\_\_\_\_

Subject or Grade Level \_\_\_\_\_ District \_\_\_\_\_ Building \_\_\_\_\_

Pre-Professional student teachers are to choose at least ONE possible observation time for **EACH DAY** of the week. If you have particular lessons planned that you consider to be interesting or exceptional and would like to have observed, please indicate those lessons with **ASTERISKS (\*)**. Listing an observation time does not automatically schedule an observation.

This form must be turned into your supervisor prior to each week of teaching.

	<u>Actual Start Time</u>	<u>Ending Time</u>	<u>Subject</u>	<u>Room No.</u>
<u>Monday</u>	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
<u>Tuesday</u>	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
<u>Wednesday</u>	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
<u>Thursday</u>	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
<u>Friday</u>	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

## Appendix A

# Pre-Professional Observation Forms for each Specialty Area (SPA)

### Math:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Biology:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Chemistry:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### English:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Citizenship:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Foreign Language:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Elementary:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Early Childhood

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>